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ABSTRACT

This booklet comprises the third grade component of a series of curriculum guides on fire and burn prevention. Designed to meet the age-specific needs of third grade students, its objectives include: (1) acquiring basic knowledge of hazards and safe storage of flammable liquids; and (2) developing positive actions to prevent fires and burns or to reduce injuries, especially related to electrical and/or metallic objects. Texas essential elements of instruction that may appropriately be integrated with the fire prevention curriculum are listed. The booklet's three sections provide lesson plans, teacher materials, and student materials. The five lessons are: "Discovering Fire and Burn Safety"; "Safety with Combustible and Flammable Materials"; "Planning and Responding"; "Being Responsible"; and "Telling Others about Fire and Burn Safety." Each lesson plan includes objectives; a list of materials; and suggestions for a focus activity, presentation of content, guided and independent practice, reteaching, enrichment, and closure. A pretest/posttest is provided, along with activity sheets to be photocopied. A scope and sequence chart covering kindergarten through high school is also presented. (JDD)

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Fire Safety for Texans

Fire and Burn Prevention Curriculum Guide Developed by Texas Commission on Fire Protection

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Third Grade

Positively Fire Safe

SB35378

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Texas Commission on Fire Protection
P.O. Box 2286 Austin, TX 78768-2286 (512) 918-7100 FAX (512) 918-7107

Dear Educator:

The Texas Commission on Fire Protection is pleased to provide this curriculum guide to facilitate the teaching of fire prevention. To understand why instruction in fire prevention must be matched to the developmental needs of students, please read the Introduction section beginning on Page 3. This introduction also tells how fire prevention education can be coordinated with the instructional requirements of Texas schools.

We welcome your comments and suggestions. Please telephone or write to share your successes and questions with our staff. Also, we invite you to request guides for other grade levels and additional copies of this booklet by clipping and returning the form below.

Your involvement in fire prevention education will be appreciated by your students and your entire community.

Sincerely,

Anne Easterling
Program Administrator
Fire Prevention Education

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Please send the following curriculum guide(s):

Grade Level	Quantity	Grade Level	Quantity	Grade Level	Quantity
Kindergarten		Fourth Grade		Seventh Grade	
First Grade		Fifth Grade		Eighth Grade	
Second Grade		Sixth Grade		High School Health	
Third Grade				High School Economics	

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Fire Safety for Texans

Fire and Burn P[illegible]ntion
Curriculum Guide Developed by
Texas Commission on Fire Protection

Third Grade

Positively Fire Safe

Published February 1993
Texas Commission on Fire Protection
Michael E. Hines, Executive Director
Ernest A. Emerson, State Fire Marshal
Anne Easterling, Program Administrator
Fire Prevention Education
P.O. Box 2286, Austin, Texas 78768-2286
(512) 873-1700

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Fire Safety for Texans

The complete series from the Texas Commission on Fire Protection

Kindergarten
Fire Safe Together

First Grade
Fire Safety: Any Time, Any Place

Second Grade
Making Me Fire Safe

Third Grade
Positively Fire Safe

Fourth Grade
Fire Safety: Stop the Heat

Fifth Grade
Charged Up For Fire Safety

Sixth Grade
Fire Safety Power

Seventh Grade
Responsible For Fire Safety

Eighth Grade
Fire Safety's My Job

Health (High School)
A Lifetime For Fire Safety

Economics (High School)
Fire Safety For Consumers

Scope and Sequence for Fire and

	Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade
General Objectives	basic awareness of fire and burn dangers; simple actions to reduce injury; parent involvement	basic knowledge of fire and burn hazards; basic understanding of simple injury reduction; continuation of parent involvement	basic understanding of how to prevent and put out fires; greater self-direction to prevent and react to fire, smoke or burn situations	hazards and safe storage of flammable liquids, positive actions to prevent fires and burns or to reduce injuries, especially related to metallic objects	principles of extinguishing fires; issues related to peer pressure related to fire setting; self-motivation to effect changes with family involvement; role of fire service in the community
Science of Fire understands and analyzes facts about fire	classifies "good" and "bad" fires and heat sources *25(a)3A, 26(a)1C	identifies three elements of fire triangle *25(b)2C lists and classifies things that do and do not burn *25(b)3B,5B	explains putting out a fire as removing or controlling one element *25(c)3B, 26(c)1C defines and gives examples of controlled and uncontrolled fires *25(c)3B, 26(c)1C	defines and gives examples of combustible, noncombustible, flammable and nonflammable materials, with relation to gas, liquid and solid states *25(d)7A, **3.1,3.5	interprets three elements of fire to explain how to prevent and extinguish fires *25(e)6B, 26(e)1G describes characteristics of heated gases from fires *25(e)4B, 26(e)1G
Safety Communication knows and applies terms and symbols associated with fire and burn safety	identifies EXIT signs in schools and public buildings *29(a)1E identifies "hot" and "cold" symbols on faucets *26(a)1C, 29(a)1E				
Injury Reduction knows, performs and analyzes techniques to reduce fire and burn injuries	demonstrates and practices rolling on ground in case of clothing fire *25(a)3C, 26(a)1C, 29(a)1D demonstrates and practices crawling on ground in smoke of fire situations *25(a)3C, 26(a)1D	demonstrates cooling a burn with cool water *25(b)5B, 26(b)1C, **1.1 demonstrates and describes crawling in suspected smoke or fire situation because smoke rises *25(b)2C, 26(b)1C, **1.1 demonstrates and describes rolling to put out clothes fire *26(b)1C, **1.1	explains using cool water to reduce burn injury *25(c)7B, 26(c)1C explains that rolling on ground keeps air from fire on clothes *25(c)7B, 26(c)1C explains that smoke and gases from fire can affect thinking *25(c)7B, 26(c)1C	explains injury reduction skills to others through song, dance, story, demonstration, etc. *26(d)1D,1E	lists and describes effects of toxic gases in smoke and fire byproducts *25(e)7B, 26(e)1G, ** 1.4
Hazard Recognition recognizes fire and burn hazards at home, play and work	classifies hot and cold objects, including cigarettes and appliances *25(a)1A,3A, 26(a)1C identifies smoking cigarettes as a hazard to cause burns and to start fires *26(a)1D	distinguishes electrical objects, a potential heat sources, as having inputs *25(b)3B,4B identifies home and community as city or rural and types of related fire risk *25(b)6D, 29(b)5A, **1.6	predicts how electrical appliances can become hazards through carelessness, misuse, disrepair, including unattended cooking *25(c)6A, 26(c)1C identifies special holiday hazards related to family customs or traditions *26(c)1C, 29(c)6B	classifies metallic and non-metallic objects *25(d)3B, **3.6 distinguishes metallic objects as contact burn hazards *25(d)6B,8A, 26(d)1E identifies positive behaviors with hazardous appliances *26(d)1E	describes types of hazards from discarded cigarettes *26(e)1F
Hazard Reduction applies and values techniques for reducing or eliminating fire and burn hazards	states rule to stay aware from hot objects *26(a)1C, 29(a)1A tells parents, "Keep me safe from fire" *29(a)1B	describes or illustrates need for smokers to have watchers *25(b)7B, 26(b)1D encourages parents to conduct home inspection using provided checklist *25(b)7B, 26(b)1C,2B	describes benefit of family working together to reduce fire and burn hazards *25(c)2B writes at least five rules for safe behavior *26(c)1C	conducts inspection for safe flammable storage with parents using provided checklist *26(d)1E,2B identifies fire safety for holidays in each month *26(d)1E	demonstrates reactions to hazardous situations, including removal of fire hazards *26(e)1F identifies safety features in school, home and other buildings *26(e)1F,1G
Escapes And Drills knows and applies methods of fire and smoke warnings and escape and exit techniques; values the importance of smoke detectors and escape planning	demonstrates actions in school exit drills *26(a)1C, 29(a)1D	identifies smoke alarm as warning to get out *26(b)1C draws map of home with two ways out for everyone *25(b)4D states steps and rules for school exit drill *26(b)1C, 29(b)4B	describes general guidelines for smoke detector placement (each level, outside bedrooms) *26(c)1C describes or illustrates alternate ways out of a building *26(c)1C organizes home drill *26(c)1C,2B, 29(c)1C	gives details of action at home alone in suspected fire situations *26(d)1D assists parent in maintaining smoke detector using provided guidelines *25(d)7B, 26(d)1E,2B identifies low battery warning on smoke detector *26(d) 1D	explains need for exit plans and drills, especially at home *25(e)6A, 26(e)1F,2C, 29(e)1A, **1.8
Matches And Fireseting recognizes hazards of matches, lighters and other fireseting instruments; knows and values techniques for reducing intentional fires	demonstrates telling an adult if he/she sees matches *26(a)1C, 29(a)1A	describes or illustrates matches as tools for adults *26(b)1C	describes why matches are not toys *26(c)1C	describes how matches can be used safely *26(d)1E	demonstrates resisting peer pressure related to fire, matches and smoking *29(e)1C, **1.8
Reporting A Fire knows and applies appropriate methods of reporting suspected fire or smoke situations	demonstrates telling an adult about smoke or fires *25(a)3C, 26(a)1C	demonstrates yelling and other signals to warn others *26(b)1C memorizes emergency telephone number *26(b)1C	demonstrates dialing emergency telephone number *26(c)1C demonstrates giving name and address *26(c)1C	describes or demonstrates what to report in an emergency situation *26(d)1D	describes local locations and uses of fire alarm boxes *26(e)1F
Care Giving understands and values appropriate supervision of and intervention for other people, especially young children and older adults	tells parents to give fire safety rules to baby-sitter *26(a)1C			writes rules for baby-sitter or care giver for family, with parents' assistance and consideration of ages of family members *26(d)2B, 29(d)2A, 6B	
The Fire Service understands and values the role of the fire service in preventing and suppressing fires	identifies fire fighters and other fire service workers as friends *29(a)1B	describes fire fighter as community helper who helps prevent fires and who puts out fires *25(b)7C, 29(b)4C, **1.7	identifies ways that fire fighters are involved in fire suppression and prevention *29(c)4A		lists the four primary services provided by the fire services *26(e)3A describes fire department's role in helping the community stay safe and healthy *26(e)3A, **1.7
Outdoor Safety knows and applies techniques for reducing outdoor fires and injuries from outdoor fire and burn hazards	demonstrates or illustrates staying away from campfire, trash burning, etc. *26(a)1C	distinguishes how outdoor fires are different from building fires *25(b)6D, 26(b)3, **1.6	identifies outdoor electrical hazards (storms, tools, campfires) *25(c)4B, 26(c)3A, **2.9		describes safe practices with fireworks *29(e)3B, **1.8 writes at least five rules for outdoor fire safety *26(e)3B

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Burn Prevention Education In Texas

Fifth Grade	Sixth Grade	Seventh Grade	Eighth Grade	Health	Economics
heating equipment safety; impact of fire on outdoor environment and methods to reduce that impact; first aid for burns; personal relationship to community fire safety	fire physics; electrical hazards and responding to those hazards; continuation of first aid for burns	responsible decision-making regarding fire and burn hazards, including peer pressure related to fire risks; preparation for and reaction to possible fire situations	technical aspects of fire hazards and detection; fire hazards outside the home	review of fire and burn prevention techniques and emergency actions; awareness of needs of all age groups; smoking and flammable liquids	awareness of adult responsibilities to preserve family, property and economy; preparation for maintaining one's own home; U.S history of fire and burn incidents
	lists types of heat and fuel to define classes of fire *25(g)2D, **3.1 describes fourth element of fire, uninhibited chemical reactions *25(g)4B, **3.1 describes three types of fire extinguishers *26(g)1H		defines and describes flash point, flash fire, flammability of construction and clothing types *44(b)7D		
analyzes product advertisements for fire and burn safety information *26(f)2A		analyzes product labels for fire safety, including flammable or combustible warnings, nonflammable labels *44(a)11C communicates hazards of smoking, using written, illustration or oral format *48(a)1D		identifies and describes cigarette health messages and writes cigarette fire safety messages *65(a)1A,1D,2A identifies and describes flammable liquid warnings on home-use products, cleaners, gasoline, etc. *65(a)1E	defines terminology relating to fire insurance and home safety (detectors, sprinklers, etc.) *69-4D
describes three classes of burns and first aid for each *26(f)1G,2D	classifies six types of burns by causes (contact, UV, chemical, etc.) *26(g)2D describes special first aid actions for burns other than contact burns *26(g)2D			lists best actions in suspected fire or smoke situations and first aid for three types of burns *65(a)1E	
explains hazards of heating equipment, including safety considerations such as UL inspection certification and proper placement *25(f)7B, 26(f)1H, **2.6 analyzes safety of alternative heating 25(f)6E, 26(f)1H), **2.6	describes why electricity and electrical appliances are fire and burn hazards, relating amount of energy used by various appliances to their risk *25(g)6D, **3.4		lists at least 10 typical hazards in the workplace, including industrial, retail and office *44(b)3	describes role of carelessness in fires and burn injuries, including cigarettes, heating and cooking *65(a)1B,1D,1G organizes and conducts comprehensive home inspection, including outdoors and nonliving areas *65(a)1B,1E,1G	describes the economic impact of fires and related casualties in the U.S. *69-1B,1G
conducts inspection of home heating equipment with parents to check for safe usage *25(f)7B, 26(f)1H, **2.6 gives examples of correcting holiday hazards *26(f)1H	develops holiday checklist that applies fire safety rules *25(g)7B, 26(g)1H,2C	writes at least 10 rules for smokers *44(a)11B,C describes safe practices with fire hazards commonly found in home or outdoors *44(a)11C develops and implements home survey instrument *44(a)11C	describes desire to be safe and to keep others safe *44(b)7D	organizes and conducts comprehensive home clean-up, including outdoors and nonliving areas *65(a)1B,1E,1G	describes fire and burn safety responsibilities of consumers and residents *69-1G,4A identifies hazard reduction efforts of various organizations, agencies *69-2A, 4B
evaluates school exit drill *25(f)2D,6A, 25(f)1H (relate to vol id)	analyzes prepared maps of other locations to show appropriate detector placement *26(g)1H,2C draws map of home to scale to show smoke detector placement and home exit plan *25(g)7B, 26(g)1H,2C	describes or demonstrates what to do in unusual circumstances *44(a)11C,48(a)4I organizes an obstructed drill at school or home *48(a)4J	describes basic function of two types of smoke detectors *48(c)3D describes basic function of sprinklers, including residential fast response sprinklers *48(c)3D surveys and maintains smoke detectors at home *48(c)3D		lists types of building code requirements for detectors, sprinklers, exits *69-2A,4B,4D
describes hazards of intentional fires, especially relating to waste and loss of resources *29(f)2B		describes alternative behaviors to peer pressure related to firesetting and smoking *44(a)11A, 48(a)1D identifies arson as a crime *48(a)2L writes at least five rules for using matches and lighters *44(a)11B,C			explains effects of business fire on community and production *69-1B,1E
identifies hazard of false alarms, especially relating to wasting resources *29(f)2B	prepares time line in response to fire sighting and reporting *25(g)4E, 29(g)7A explains why to report smoke or suspected fire promptly *25(g)6D, 26(g)1H	describes how to discourage false alarms *44(a)11C,48(a)2L			
		outlines and details duties of baby-sitter *44(a)11C, 48(a)4I,J		describes general accident prevention and wellness needs of children, handicapped and senior citizens *65(a)1G,3E	describes fire and burn safety responsibilities of citizens in their roles as caregivers or providers *69-4A
describes role of volunteer fire department in the community *26(f)3A	describes professionals involved in emergency response and burn care *25(g)3A			describes at least five community health services and other resources that assist in community fire safety *65(a)3D	
describes impact of grass and tree fires on land forms *25(f)6E, **2.2 lists steps in safe procedures for burning debris and cooking on charcoal, campfire, grill *26(f)3B gives examples and application of cleaning trash and brush to reduce fire hazard *26(f)3B	describes dangers of high tension wires *26(g)1H, **3.4	lists comprehensive camping safety rules *44(a)4B	lists comprehensive rules for outdoor safety *44(b)7D investigates community laws on fireworks *44(b)7D	describes fire safety precautions related to gasoline, autos, outdoor tools and discarded cigarettes *65(a)1G	

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	Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade
* Essential Elements Current essential elements as defined by Chapter 75 of the Texas Education Code that apply: The student shall be provided opportunities to:	§75.25 (a) 1A. use comparisons. ... heat/cold. §75.25 (a) 3A. classify objects by comparing similarities and differences. §75.25 (a) 3C. arrange events in sequential order. §75.28 (a) 1C. recognize hazards in the environment and acquire knowledge and skills needed to avoid injuries and to prevent accidents. §75.26 (a) 1D. recognize negative effects of ... tobacco. §75.29 (a) 1A. identify examples of right and wrong behavior. §75.29 (a) 1B. discuss ways people can help each other. §75.29 (a) 1D. practice rules of safety. §75.29 (a) 1E. recognize safety symbols.	§75.25 (b) 2C. observe properties of objects, organisms, and events in the environment. §75.25 (b) 3B. classify objects, organisms, actions, and events from the environment according to similarities and differences. §75.25 (b) 4B. describe objects, organisms, and events from the environment. §75.25 (b) 4D. record data and interpret the arrangement of data on picture graphs, bar graphs, and maps. §75.25 (b) 5E. compare temperature of objects. §75.25 (b) 6D. draw conclusions from observed data. §75.25 (b) 7B. relate objects and activities to daily life §75.25 (b) 7C. relate science to careers. §75.26 (b) 1C. recognize hazards in the environment, and acquire knowledge and skills needed to avoid injury and to prevent accidents §75.26 (b) 1D. recognize negative effects of tobacco §75.26 (b) 2B. recognize the health of the family depends upon contributions of each of its members §75.28 (b) 3. recognize interdependence of people and the environment, and recognize personal responsibility for protecting the environment. §75.29 (b) 4B. identify school and community rules (laws) §75.29 (b) 4C identify authority figures in ... community §75.29 (b) 5A. know geographical location of home in relation to school and community	§75.25 (c) 3B. classify matter and forces, organisms, actions, and events from the environment according to similarities and differences. §75.25 (c) 4B. describe objects, organisms, and events from the environment. §75.25 (c) 6A. predict the outcomes of actions based on experience or data. §75.25(c)7B. relate objects, science principles, and activities to daily life. §75.26 (c) 1C. recognize hazards in the environment, and acquire knowledge and skills needed to avoid injury and to prevent accidents §75.26 (c) 2B. recognize the health of the family depends upon contributions of each of its members §75.26 (c) 3A. recognize interdependence of people and the environment, and recognize personal responsibility for protecting the environment §75.29 (c) 1C. volunteer for leadership §75.29 (c) 4A. identify some government services in the community §75.29 (c) 6B. describe family traditions and customs	§75. 25 (d) 8A. Use observations to form definitions of objects, actions, organisms, events, and processes. §75. 26 (d) 2B. recognize the health of the family depends upon contributions of each of its members §75.25 (d) 6B. state generalizations about similarities and differences among objects, organisms, and events. §75.25 (d) 7A. compare and contrast objects, organisms, and events. §75.25 (d) 7B. relate classroom objects, science principles, and activities to daily life. §75.25(d) 3B. classify matter and forces, organisms, action, and events from the environment according to similarities and differences. §75.26 (d) 1D. practice general emergency procedures §75.26 (d) 1E. recognize hazards in the environment, and acquire knowledge and skills needed to avoid injury and to prevent accidents §75.29 (d) 2A. describe ways a community satisfies needs for food, clothing and shelter §75.29 (d) 6B. describe how individuals and families change over time	§75. 26 (e) 3B. recognize interdependence of people and the environment, and recognize personal responsibility for protecting the environment §75. 29 (e) 1A. accept the responsibilities of membership in various groups §75.25 (e) 4B. describe objects, organisms, and events from the environment. §75.25 (e) 6A. predict the outcomes of actions based on experience or data. §75.25 (e) 7B. relate classroom objects, science principles, and activities to daily life. §75.25 (e) 8B. state relationships among objects, organisms, and events using operational definitions. §75.26 (e) 1F. practice general emergency procedures §75.26 (e) 1G. recognize hazards in the environment, and acquire knowledge and skills needed to avoid injury and to prevent accidents §75.26 (e) 2C. recognize the health of the family depends upon contributions of each of its members §75.25 (e) 3A. recognize scope of services provided by community health agencies §75.29 (e) 1C. explain how groups influence individual behavior.
** Science Content content from the sciences that shall be emphasized at the grade level shall include:		Life Science 1.1 basic needs and life processes 1.6 ecology ... interdependence of living things. 1.7 application of life science to careers and everyday life	Earth Science 2.9 human responsibility regarding earth science phenomena ... natural resources.	Physical Science 3.1 energy ... kinds of energy ... forms of energy ... sources of energy. 3.5 phases of matter: solids, liquid and gas. 3.6 structure of matter ... families of elements: metals and nonmetals....	Life Sciences 1.4 structure and function of the human body. 1.6 ecology ... interdependence of living things. 1.7 application of life science to careers and everyday life. 1.8 human responsibility regarding life science phenomena.

02/11/93

Fifth Grade	Sixth Grade	Seventh Grade	Eighth Grade	Health	Economics
§75.25 (f) 2D. observe phenomena resulting from the life, earth, and physical sciences §75.25 (f) 6A. predict the outcomes of actions based on experience or data §75.25 (f) 6E. draw conclusions from observed data. §75.25 (f) 7B. relate classroom objects, science principles, and activities to daily life. §75.26 (f) 1G. identify ways to care for the principal body systems §75.26 (f) 1H. recognize hazards in the environment, and acquire knowledge and skills needed to avoid injury and to prevent accidents §75.26 (f) 2A. recognize benefits and limitations of advertising as it relates to selection of health ... products §75.26 (f) 2D. recognize need for first aid §75.26 (f) 3A. identify locally available voluntary health agencies §75.26 (f) 3B. recognize interdependence of people and the environment, and recognize personal responsibility for protecting the environment §75.29 (f) 2B. explain why conservation of economic resources is important	§75.25 (g) 2D. observe phenomena and apply knowledge of theories, facts, and concepts from the life, earth, and physical sciences §75.25 (g) 4B. name and describe objects, organisms, and events from the environment §75.25 (g) 4E. record data and interpret the arrangement of data on graphs, tables, and other visuals §75.25 (g) 6D. form and state generalizations about similarities and differences among observed objects, organisms, events, and phenomena §75.25 (g) 7B. relate classroom objects, science principles and activities to daily life §75.26 (g) 1F. identify factors, including peer pressure, that contribute to ... tobacco ... abuse and methods of prevention §75.26 (g) 1H. recognize hazards in the environment, and acquire knowledge and skills needed to avoid injury and to prevent accidents §75.26 (g) 2C. recognize the health of the family depends upon contributions of each of its members §75.26 (g) 2D. identify basic emergency treatment §75.26 (g) 3A. relate the system of health services provided by government to the health needs of people §75.29 (g) 7A. make and interpret time lines	§75. 48 (a) 1D. recognize that individuals must accept the consequences of their decisions §75.44 (a) 11B. investigate the range of effects on personal health and safety from the use of ... tobacco §75.44 (a) 11C. discriminate between responsible and irresponsible choices that affect personal health §75.44 (a) 4B. describe ecological relationships in the environment §75.44(a) 11A. determine alternate courses of action when one is being pressured concerning use of ... tobacco §75.48 (a) 2L. support the rules and laws of one's school, community, state and nation §75.48 (a) 4I. develop criteria for making judgments §75.48 (a) 4J. use problem-solving skills	§75.44 (b) 3. classify objects or events according to similarities and differences §75.44 (b) 7D. contrast human activities that affect the natural environment §75.48 (c) 3D. analyze the impact of technological innovations on business, industry and agriculture (in U.S.)	§75.65 (a) 1A. understand the care of body systems and their functions §75.65 (a) 1B. relate personal behavior to wellness §75.65 (a) 1D. demonstrate responsible behavior concerning ... tobacco §75.65 (a) 1E. exhibit skills in accident prevention, injury control and emergency action §75.65 (a) 1G. identify components of comprehensive accident prevention programs §75.65 (a) 2A. analyze messages of advertising for health resources and activities §75.65 (a) 3D. describe the wide range of resources designed to protect and promote well-being of people §75.65 (a) 3E. investigate current health issues	§75.69 1B. analyze how supply and demand affect prices §75.69 1E. analyze the roles of economic incentives, voluntary exchange, private property rights and competition §75.69 1G. examine the roles of labor and consumers in the American free enterprise system §75.69 2A. understand how the government both protects and regulates the operations of the market system §75.69 4A. describe the rights and responsibilities of consumers §75.69 4B. identify ... agencies that provide consumer protection §75.69 4D. define basic consumer terminology in the areas of credit, insurance, budgeting and home ownership or leasing
Earth Science 2.2 geology ... agents of weathering, erosion and deposition. 2.6 meteorology ... effects of weather change and severe weather types ... effects of weather on human activities.	Physical Science 3.1 energy ... kinds of energy ... sources of energy ... transformation of energy from one form to another. 3.4 electricity and magnetism: charges, circuits, properties, electromagnetism, etc.				

Introduction

Introduction

Why teach fire and burn prevention?

Each year during the past decade, about 300 Texans have died in fires. The Texas Commission on Fire Protection is committed to reducing this alarming statistic. Analysis of fire statistics shows that the vast majority of fires — and the resulting fire deaths — could have been prevented. Regretfully, most people do not know or practice even simple actions that can prevent fires and burns.

The Texas Commission on Fire Protection believes the key to reducing fires and fire deaths is education. Fire safety education has traditionally been concentrated in elementary school observances of Fire Prevention Week. While these observances can produce effective results, thoughtful analysis of the fire problem and fire safety educational programs shows that a more comprehensive, age-appropriate approach to fire safety education can multiply its benefits.

Recognizing the limits of classroom instruction time, the Texas Commission on Fire Protection has examined the Texas essential elements of instruction to determine the most appropriate topics with which to integrate fire prevention and fire safety. Teachers from across the state have provided feedback on topics appropriate for each grade level, kindergarten through high school.

The result of this extensive research is "Fire Safety for Texans," a series of curriculum guides teaching fire and burn prevention. Each grade-level program has been coordinated with essential elements in that grade and with the unique specific fire safety needs of that age group. The lesson plans have been field tested in classrooms across the state. On average, students who have been taught using these materials score 26 percent higher than students in control groups.

As you use this guide, you and teachers in other grade levels will be part of a continuum of fire safety education spanning all grades. The Texas Commission on Fire Protection believes this continuum will help create a generation of Texans who will be fire-safety aware. In turn, all Texans can benefit from a decrease in the number of needless fire deaths and an increase in safer homes and worksites — a benefit we all deserve.

This Booklet

This booklet, **"Positively Fire Safe,"** is specifically designed for third-grade students. The following sections give specific information on the essential elements applicable to fire and burn prevention and on the age-specific needs of third-grade students related to fires and burns. You will also find additional information on the format and materials found in this booklet.

This booklet has three sections:

- **Lesson Plans.** This section includes all steps in the lesson cycle.
- **Teacher Materials.** This section includes all teaching aids and tests.
- **Student Materials — Duplicating Masters.** This section includes master copies of materials to be used by students.

General Objectives: To acquire basic knowledge of hazards and safe storage of flammable liquids

To develop positive actions to prevent fires and burns or to reduce injuries, especially related to electrical and/or metallic objects

Essential Elements: The student will be provided opportunities to:

§75. 25 (d) 8A. use observations to form definitions of objects, actions, organisms, events, and processes.

§75. 26 (d) 2B. recognize the health of the family depends upon contributions of each of its members.

§75.25 (d) 6B. state generalizations about similarities and differences among objects, organisms, and events.

§75.25 (d) 7A. compare and contrast objects, organisms, and events.

§75.25 (d) 7B. relate classroom objects, science principles, and activities to daily life.

§75.25(d) 3B. classify matter and forces, organisms, action, and events from the environment according to similarities and differences.

§75.26 (d) 1D. practice general emergency procedures.

§75.26 (d) 1E. recognize hazards in the environment, and acquire knowledge and skills needed to avoid injury and to prevent accidents.

§75.29 (d) 2A. describe ways a community satisfies needs for food, clothing and shelter.

§75.29 (d) 6B. describe how individuals and families change over time.

Science Content: Content from the sciences that shall be emphasized at the grade level shall include:

Physical Science

3.1 energy ... kinds of energy ... forms of energy ... sources of energy.

3.5 phases of matter: solids, liquid and gas.

3.6 structure of matter ... families of elements: metals and nonmetals....

Background: Age Profile

Stage of industry vs. inferiority, which means the child needs opportunities to maximize her successes and to minimize and correct failures. She will work hard to receive recognition and improve skills.

Areas of development include neuromuscular and social. The child is developing many new physical skills, both gross and fine motor skills. He is making a social move from the home into peer groups and school. He is developing his own self-attitudes and seeks significant human relationships.

Operating under the morality of constraint, the child recognizes that rules are made by authorities and tends to focus on consequences rather than reasons for rules. She also seeks benefits in return for obeying rules. The child can understand causes and consequences of actions.

The child is moving into the concrete operational state, which means he can solve a variety of problems but needs concrete objects to solve those problems. He must be active in the instructional process, and activities and materials must be relevant to the child's life or environment. Instruction will be more effective if it involves both the affective and cognitive domains.

The third-grader is interested in social, occupational and civic matters. She is becoming able to move from the simple to complex, concrete to abstract, undifferentiated to differentiated, discrete to organized.

Fire And Burn Hazards

Curiosity about fires — playing with matches and lighters, candles, fireplace, heaters, other locations where the child can observe a flame; overconfidence in dealing with fires.

Scalds — cooking; tap water; hot foods, especially heated sweet foods.

Appliances — cooking at stoves or with microwave ovens, especially unsupervised; overconfidence in using appliances, such as irons, toasters, etc.

Clothing ignition — playing with matches; flammable clothing and costumes; walking or sleeping too close to heater or other open flame; knowing how to reduce injury.

Outdoor hazards — campfires and barbecues; mini-bikes and lawn mowers; fire works; high-tension wires.

Other — Flammable liquids; fires caused by parents' smoking; injury from smoke and fire gases; knowing how to escape from fire.

Teacher's Note On Materials: Illustrations and activity sheets in this booklet are intended to serve as masters. Photocopy, then use the photocopy as directed.

Pre-Test and Post-Test: Conduct the pre-test prior to presenting the first lesson and the post-test following the fifth lesson.

Teacher's Note on Closure Activities: Some activities included in the closure phase of the lesson cycle may be effectively used in the next lesson's focus activity.

Key To Icons: The following icons can be used to easily identify activities in the lesson plans:

Lesson objectives

Focus and closure

Creative group activity, including role playing

Lecture

Demonstration

Group problem-solving activity

Answering questions

Guest presenter

Investigation or research

Creative writing activity

Cut-and-paste activity

Group discussion

 Drawing, artwork or illustration

Lesson Plans

LESSON ONE:

Discovering Fire and Burn Safety

Goal: *To focus on positive actions in a generally hazardous environment, especially with appliances*

Objectives: The student will:

- identify positive behaviors with hazardous appliances *26(d)1E
- classify metallic and non-metallic objects *25(d)3B, **3.6
- distinguish metallic objects as contact burn hazards *25(d)6B,8A, 26(d)1E

* ** See "Essential Elements" on Page 5.

Materials: Pre-tests (p. 17); pitchers of ice water and warm water; two each of plastic, wooden and metal bowls; "Warning: Hot Metals" activity sheets (p. 26); "Hunt for Hot Metal Hazards" investigation sheets (p. 27); letters to parent(s)/guardian(s) (p. 26); answer keys (p. 20).

Focus: Administer pre-test. Introduce unit on fire and burn safety by telling students that they will be learning many new ways to be "positively fire safe." Tell students that the purpose of this unit is to:

- Develop awareness of hazards and safe storage of flammable liquids.
- Develop and reinforce positive actions to prevent fires and burns or to reduce injuries, especially related to metallic objects.

Optional: Introduce Lesson Five activity. Students may select their groups or teams now so that they can prepare for the activity throughout the unit.

Tell students that the first lesson focuses on many objects found in the school and at home. Outline lesson objectives (paragraph above).

Presentation Of Content: Review types of heat sources and combustible objects, including the three elements of fire. (These topics are generally included in first and second grade curricula.)

Experiment: Have students identify the three types of bowls (metal, plastic and wooden). Show the two pitchers of water. Pour some ice water into one of each type bowl. Have students predict which of the three bowls will feel coldest. Select students to touch the outside of the bowls and describe which one feels coldest (metal).

Pour some warm water in the three remaining bowls. Have students predict which of the three bowls will feel warmest. Select students to touch the outside of the bowls and describe which one feels warmest (metal).

Teacher: "One way to identify metals is by its ability to transfer heat and cold. This means that metal objects will feels like the temperature near them. For example, if the oven of a stove is heated to cook a cake, then the metal outside the stove will also feel hot. If a metal spoon is left in a pan of hot food, then the spoon will feel hot."

Ask students for other examples.

Guided Practice: Distribute "Warning: Hot Metal" activity sheet. On Part 1, have students read items in the list and classify as metallic or non-metallic.

On Part 2, have the students identify the objects, then write why they are dangerous and how to avoid injury. Have students name a safer option for at least one object.

Independent Practice: Distribute investigation sheet. Tell students that they should look for objects from their environment (school, home, stores, etc.) that are metallic and non-metallic, then write the names on the investigation sheet. Tell students that they are to write a general statement about heat and metallic objects, based on what they observed in the classroom demonstration, then relate that to the objects they have identified and describe whether that object might cause burns or fires.

Reteaching: Allow students to conduct the experiment activity with teacher supervision.

Enrichment: Add a glass bowl to the experiment, and have students make generalizations about heat transfer in glass.

Closure: Have selected students tell what types of metallic and non-metallic objects they identified. Record some of their general statement on the chalkboard or overhead transparency. Point out similarities. Option: Have students develop a

consensus definition through group discussion or by voting.

Introduce the next lesson by telling students that they will learn about another way to classify matter and how they can help them identify another type of fire hazard.

LESSON TWO:

Safety With Combustible and Flammable Materials

Goal: *To explore the definitions of "combustible" and "flammable" and to apply safety rules at home by focusing on home inspection and holiday hazards*

Objectives: The student will:

- define and give examples of combustible, noncombustible, flammable and nonflammable materials, with relation to gas, liquid and solid states *25(d)7A, **3.1,3.5
- conduct inspection for safe flammable storage with parents using provided checklist *26(d)1E,2B
- identify fire safety for holidays in each month *26(d)1E

* ** See "Essential Elements" on Page 5.

Materials: dictionary, "Safety With Combustible and Flammable Materials" overhead transparency (p. 18); "Every Day Is A Safety Day" calendar activity sheets (p. 28); "Check for Flammable Liquids" home inspection sheets (p. 29); answer key (p. 20).

Focus: Have students list items that will burn. (Students will generally list solid objects and perhaps a few liquids.) Have students read the definitions of combustible and flammable from the dictionary. Ask if these words apply to the list they have made. (Yes) Then explain that safety experts have special definitions for combustible and flammable when describing liquids that will burn. Outline lesson objectives (paragraph above).

Presentation Of Content: *Group discussion:* Have students list adjectives or phrases to describe the three states of matter. (Solid: hard, doesn't move easily. Liquid: flowing, moves easily, takes shape of container. Gas: moves very easily, flowing, sometimes invisible)

Display overhead transparency. Have students read definition of combustible and flammable. Beginning with solid, discuss the three states of matter and the list of substances that are in each group.

Have students read definitions of flammable liquid and combustible liquid. Tell students that the government requires special labels on all flammable and combustible liquids to help protect us.

Also note that many safety experts simply refer to these objects as "flammable/combustible liquids" because both are very dangerous.

Guided Practice: *Group problem-solving activity:* Distribute "Every Day Is A Safety Day" activity sheets. Have students look at the illustration for each month, and list the flammable and combustible materials in each scene. (Hint: Ask, "What might cause a fire in each picture?") Have students circle flammable or combustible liquids.

Independent Practice: *Investigation:* Distribute "Check for Flammable Liquids" home inspection sheet. Direct students to complete the definitions of combustible and flammable. Have students take the sheet home to look with parents for safe storage of flammable liquids.

NOTE: Emphasize that students should never touch a container of flammable liquid. Evaluate students on their participation in this activity.

Reteaching: Ask students to describe what they smell when gasoline is being pumped into the car or when an adult is cooking on a gas stove. Emphasize that the smells indicate the presence of a gas and that these two gases are flammable.

Discuss other smells from flammable liquids (rubbing alcohol, paint thinner, some cleaners). Add that some flammable liquids don't have smells.

Enrichment: Have students research how heat and cold are involved in materials changing physical state.

Closure: Review definitions of combustible and flammable. Ask students about their experiences with their families while conducting the flammable liquids

inspection. Discuss successes as well as questions or problems. Reinforce positive experiences.

Introduce the next lesson by telling students they will be learning about what to do in case of a fire.

LESSON THREE:

Planning and Responding

Goal: *To recognize the importance of planning and to personally plan for emergencies*

Objectives: The student will:

- describe or demonstrate what to report in an emergency situation *26(d)1D
- assist parent in maintaining smoke alarm using provided guidelines *25(d)7B, 26(d)1E,2B
- identify low battery warning on smoke alarm*26(d) 1D

* ** See "Essential Elements" on Page 5.

Materials: "Ready, Set, Be Safe" key word overhead transparency (p. 19) (optional; words may be written on chalkboard), "Ready, Set, Be Safe" activity sheets (p. 30); "Test Your Smoke Alarms" smoke alarm checklist (p. 31); answer keys (p. 21).

NOTE: If the area is not served by 9-1-1 service, write in the local emergency number in the space provided on "Ready, Set, Be Safe" before reproducing.

Focus: Review emergency telephone number for the area. Be sure to consider students who live outside the town or city. Discuss what they know about smoke alarms. (It is appropriate for this age to identify smoke alarms as a warning devise in case of fire, especially when sleeping, and that smoke alarms should be located near bedrooms.)

Outline lesson objectives (paragraph above).

Presentation Of Content: *Group problem-solving activity:* Introduce story activity by telling students that planning for a fire emergency and knowing how to report a fire are important skills in keeping a family safe.

Display key word overhead transparency, or write key words on chalkboard. Begin reading story, having students fill in the blanks with words from the key word list. Discuss each key word as it is used.

Following the story, have students discuss in small groups which person in the family has the greatest effect on their safety. Lead discussion to awareness that everyone in the family is important in keeping the family safe.

Guided Practice: Direct student attention to the bottom block. Have students write the emergency telephone number. Discuss what types of information an emergency operator would need in order to send help. (Address, your name, what the problem is, any information that might be helpful, such as color of house or landmarks.)

Have students write what they would say if there were a fire at home, including address of the fire and the type of fire.

Independent Practice: Distribute "Test Your Smoke Alarm" smoke alarm checklist. Review the instructions for completing the activity at home. Encourage students to work with their parents/guardians and other family members. Because smoke alarms operate on electricity, remind students that they should not try this activity without assistance from their parents or other adults.

NOTE: Evaluate students on their participation in this activity and not on the specific results of the checklist. Check that each student answers "yes" to "Is there a smoke alarm in or near each bedroom?"

Reteaching: Have students practice in pairs reciting what to say to report a fire emergency. Encourage students to involve family members in practicing at home.

Use a portable smoke alarm to demonstrate how to use the test button. With the battery removed, show that the alarm will not sound when the test button is pushed.

Enrichment: Have students write scripts for one or more of the following situations:

- reporting a fire emergency at school or a retail store
- questions that the 9-1-1 operator should ask
- reporting a medical emergency

Closure: Have selected students tell what they would say when they call 9-1-1 (or local emergency number) about a fire. Ask students about their experiences with their families while conducting the smoke alarm inspection. Discuss areas where they felt successful and areas where they experienced questions or problems. Reinforce positive experiences.

Introduce next lesson by telling students that they will learn more about how to react to fire emergencies as well as how to be responsible for staying safe from fire.

LESSON FOUR:

Being Responsible

Goal: *To demonstrate responsibility by applying safe practices in the home*

Objectives: The student will:

- give details of action at home alone in suspected fire situations *26(d)1D
- write rules for baby-sitter or care giver for family, with parents' assistance and consideration of ages of family members *26(d)2B, 29(d)2A, 6B

* ** See "Essential Elements" on Page 5.

Materials: "Being Responsible" role-playing cards (p. 20); "Being Responsible" activity sheet (p. 32); "Fire Safety for Baby-Sitters" activity sheet (p. 33); answer keys (p. 21).

NOTE: On "Being Responsible" activity sheet, fill in the local emergency number before duplicating.

Focus: Ask students if they are ever at home alone. (Most third-graders are generally not left along for extended periods of time; however, this is an appropriate age to begin practicing skills for self-management in responding to emergencies.) Have the student list some things they need to know how to do when left alone.

Tell students that in this lesson they will learn some important skills for fire safety, for themselves, and for baby-sitters. Outline lesson objectives(paragraph above).

Presentation Of Content: Role-playing activity: Divide students into six groups. Distribute one role-playing card to each group. Have students read the cards, then act out each scene, providing an appropriate ending. Have students discuss other possible activities.

Recommended actions:

1. Get everyone outside right a ay, then go to the nearest phone or a neighbor's house for help.
2. Go outside right away, if possible. Yell for help if others are at home. Go out your second exit (such as a window) if smoke blocks the normal exit.
3. Go to the next house or find the nearest phone. Go to your home for help if it is close by.
4. Asks an adult for help. Check on all people in the house. Don't open a door if smoke is coming under or around the door.
5. Quickly close the front door. Then go to the nearest phone or a neighbor's house to call 9-1-1 or the local emergency number.
6. Tell an adult and make sure that the cigarette is put out. If necessary, pour water in the ashtray yourself.

Guided Practice: Distribute "Being Responsible" activity sheet. Have students read the pairs of sentences. In each group, mark out the sentence that describes an inappropriate action.

Independent Practice: Distribute "Fire Safety for Baby-Sitters" activity sheet. Using the basic list, have students write rules as appropriate actions for a baby-sitter. Encourage students to consider younger persons, senior citizens (grandparents) and other special people in their homes. Be sure that their rules will create a safe home for everyone.

Reteaching: Review "Being Responsible" activity sheet. Discuss what might happen if they did a dangerous action. Have students describe why the safe action is better.

Enrichment: Have students compile the "Fire Safety for Baby-Sitters" activity sheets and prepare a list of general rules based on all student answers. Review the list with them.

Allow students to make illustrations and print on one page. Reproduce and distribute to all students.

Closure: Review "Fire Safety for Baby-Sitters" activity. Ask students if they learned anything about

their families. Review several of the role-playing scenarios. Encourage students to practice safe actions and think about what they would do if they through there might be a fire.

Introduce the final lesson by telling students: "Being able to tell someone else about something you know shows that you really know it. It also helps you become more sure of it yourself. You will have a chance to practice that in our last lesson on fire safety."

LESSON FIVE:

Telling Others About Fire and Burn Safety

Goal: *To apply what has been learned about safety to teaching or telling other people about fire safety*

Objectives: The student will:

- explain injury reduction skills to others through song, dance, story, demonstration, etc. *26(d)1D,1E
- describes how matches can be used safely *26(d)1E

* ** See "Essential Elements" on Page 5.

Materials: "Match Safety" planning sheets (p. 34); "Telling Others About Fire and Burn Safety" sheets (p. 35; post-tests (p. 21); answer key (p. 20).

Focus: Review key points from previous lessons:

- Metallic objects frequently cause burns.
- You must be very careful with flammable liquids.
- You must have a smoke alarm and care for it properly.
- Everyone must be prepared for fire emergencies.

Tell students that in this last lesson they will look at one more dangerous object and then how they can help others. Outlines lesson objectives (paragraph above).

Presentation Of Content: Review three primary injury skills: crawl low in smoke; roll on ground to put out clothing fires; run cool water on burns. (Most third-graders have been taught these skills.)

Divide students into small groups, and discuss other ways to prevent being injured by fires or other burn hazards. Have each group prepare a list of three ideas; have each group share their list. Be sure "Don't play with matches" is included.

Point out that playing with matches is one of the most common ways that children their age are burned.

Guided Practice: Distribute "Match Safety" activity sheet. Still in groups, have students read the safety guidelines and discuss how they could tell others how matches can be used safely.

Have each group write a short description of their ideas. Encourage them to describe something they could actually do, but discourage using only posters. Examples:

- Write a rap song, and tell it to their friends.
- Make a match safety sign and have their parents put it in their kitchen.
- Make small "stickers" that could be glued to book covers.

Discuss several students ideas. Reinforce positive approaches to group cooperation.

Independent Practice: When students have an appropriate understanding of how to plan in the guided practice activity, distribute "Telling Others About Fire and Burn Safety" sheet and tell the groups that now they are going to plan and carry out a plan for their own special message on how to reduce fire injuries.

When their activities are complete, have each group present their creative projects to the class. Evaluate presentation on correctness of safety information and involvement in the project.

Reteaching: Have students practice and/or act out what they should do if:

- Smoke is in the house (crawl out)
- Clothes are on fire (drop to ground and roll)
- Red burn from touching a hot pan (hold under cool running tap water)

Enrichment: Invite other classes or parents to see presentations. Record the presentations on audiotape or videotape. Share products (signs, songs, stickers, etc.) with other classes or schools.

Have students write letters to the local fire department, telling them about their ideas.

Closure: Review match safety. Congratulate students on their creative projects. Discuss how the students felt as they planned and presented their projects. Reinforce feelings of accomplishment and pride in telling others about fire safety. Discourage comparisons among presentations so that all students recognize that they can influence others to be safe. Ask students what lesson they felt was most valuable, that applied to them most.

Administer post-test.

Teacher Supplemental Materials

Name _____

Third Grade: **Positively Fire Safe** **PRE-TEST**

Circle the letter of the item that best answers the question:

1. Which sentence best defines "flammable"?
   A. Another word for "fire"
   B. Something that burns very easily
   C. A person who starts fires

2. Which is an example of a "flammable" liquid?
   A. Gasoline
   B. Water from a fire truck
   C. Coffee

3. Even if there is no fire, _____ surfaces can get hot enough to burn.
   A. plastic
   B. metal
   C. wood

Answer the following questions:

4. What telephone number should you call to report a fire?

_____

5. What is the most important thing to say when reporting a fire?

_____

6. How do you test a smoke alarm?

_____

7. Give an example of something that is combustible.

_____

Circle true or false.

8.	Small children can take care of themselves in case of a fire.	True	False
9.	Matches can be used safely.	True	False
10.	Every person in a family, even you, can help prevent fires.	True	False
11.	Nothing is my house is combustible.	True	False
12.	Flammable liquids should be kept away from anything hot.	True	False

Teacher: Use prior to beginning Lesson One, Page 7. Duplicate for student use.

🕮 Definitions

Combustible: capable of burning
(To burn means to consume fuel and give off heat and light)

Flammable: capable of being easily ignited and burning quickly

Three States of Matter

fumes from gasoline
natural gas (used in cooking)

gasoline
paint thinner
alcohol
cooking oil

wood
cotton (used in clothing)
plastic

🕮 New Definitions

Flammable liquid: a liquid that is capable of burning or exploding when the temperature is normal room temperature or colder.

Combustible liquid: a liquid that is capable of burning when the temperature is warmer than normal room temperature.

Teacher: Use with Lesson Two, Page 8. Transfer to overhead transparency.

Ready, Set, Be Safe

Key Word List

Use these key words to complete the story:

battery

tweeting

neighbor's house

sleeping area

test button

bedrooms

loud horn

smoke alarm

9-1-1
(or local emergency number
_____)

Teacher: Use with Lesson Three, Page 9. Transfer to overhead transparency. If your area does not use 911, write in the local emergency telephone number.

Being Responsible

Role-Playing Cards

❶

Your group is watching TV in the family room. While watching TV, you hear the smoke alarm go off. One person says that they should go look in the kitchen to see what's on fire. Another person says they should go outside right away.

What should you do?

❷

Your group is playing computer games in the bedroom. Someone sees smoke coming from another room. The smoke alarm is located in the hallway, but it has not gone off. Everyone is confused.

What should you do?

❸

Your group is walking home from school. While passing a neighbor's house, you find a trash can on fire. One person knocks on the door of the house, but no one is home.

What should you do?

❹

Your group is working on a school project. Two people say that they smell smoke, but no one can see any smoke. You can't tell where the smell is coming from.

What should you do?

❺

Your group is walking home from school. One person opens the front door to his (or her) house, and smoke comes out of the house. No one else is at the house.

What should you do?

❻

Your group is at a party at a friend's house. The adults in this house smoke cigarettes. You find a cigarette burning in an ashtray.

What should you do?

Teacher: Use with Lesson Four, Page 10. Copy, clip apart; and distribute to students.

Name _____

Third Grade: **Positively Fire Safe** POST-TEST

Circle the letter of the item that best answers the question:

1. Which sentence best defines "flammable"?
   A. Another word for "fire"
   B. Something that burns very easily
   C. A person who starts fires

2. Which is an example of a "flammable" liquid?
   A. Gasoline
   B. Water from a fire truck
   C. Coffee

3. Even if there is no fire, _____ surfaces can get hot enough to burn.
   A. plastic
   B. metal
   C. wood

Answer the following questions:

4. What telephone number should you call to report a fire?

_____

5. What is the most important thing to say when reporting a fire?

_____

6. How do you test a smoke alarm?

_____

7. Give an example of something that is combustible.

_____

Circle true or false.

8.	Small children can take care of themselves in case of a fire.	True	False
9.	Matches can be used safely.	True	False
10.	Every person in a family, even you, can help prevent fires.	True	False
11.	Nothing is my house is combustible.	True	False
12.	Flammable liquids should be kept away from anything hot.	True	False

Teacher: Use following Lesson Five, Page 11. Duplicate for student use.

ANSWER KEY-1

Name _____

Third Grade: Positively Fire Safe PRE-TEST POST-TEST

Circle the letter of the item that best answers the question:

1. Which sentence best defines "flammable"?
   A. Another word for "fire"
   (B.) Something that burns very easily
   C. A person who starts fires

2. Which is an example of a "flammable" liquid?
   (A.) Gasoline
   B. Water from a fire truck
   C. Coffee

3. Even if there is no fire, _____ surfaces can get hot enough to burn.
   A plastic
   (B.) metal
   C wood

Answer the following questions:

4. What telephone number should you call to report a fire?
   9-1-1 (or local emergency number)
5. What is the most important thing to say when reporting a fire?
   the location and type of fire
6. How do you test a smoke alarm?
   by pressing the test button
7. Give an example of something that is combustible.
   accept reasonable answers (wood, clothes, house, grass, trees)

Circle true or false.

8. Small children can take care of themselves in case of a fire. True (False)
9. Matches can be used safely. (True) False
10. Every person in a family, even you, can help prevent fires. (True) False
11. Nothing in my house is combustible. True (False)
12. Flammable liquids should be kept away from anything hot. (True) False

Teacher: Use following Lesson Plan, Page 11. Duplicate for student use.

Commission on Fire Protection: Fire Safety For Texans — Third Grade: Positively Fire Safe

Name _____

Warning: Hot Metal

Classification/Analysis Activity Sheet

Part 1

Read the following list of items. Write "M" if the object is metallic. Write "N-M" if the object is not metallic.

Your desktop N-M	Your pencil N-M	Fork and spoon M	
Frying pan M	Book N-M	Grass N-M	
Street sign M	Stove M	Coffee pot M	

Part 2 Note: Some answers may vary.

Look at these pictures of appliances found in the home. Write why each object is dangerous. Then tell how you can keep from being burned by it.

	Why is it dangerous?	How can you prevent being burned by it?
Stove	The top and sides can get very hot.	Don't touch or stand too close.
Toaster	The outside and the inside are both hot.	Use hot pads or wooden tongs.
Heater	It is very hot and gives off a lot of heat.	Keep far away. (at least 3 feet)
Metal spoon in pan	The spoon and pan can be very hot.	Use hot pads or a wooden spoon.
Hot engine	The engine parts can be hot for a long time.	Stay away.
Curling iron	The curling wand is very hot.	Have an adult help curl hair.

Teacher: Use with Lesson One, Page 7. Duplicate for student use.

Commission on Fire Protection: Fire Safety For Texans 26 Third Grade: Positively Fire Safe

Name _____

Hunt for Hot Metal Hazards

Investigation Activity Sheet

Look around in your home, at school, and outdoors. In the blocks below, write the names of objects that are metallic and non-metallic.

METALLIC	NON-METALLIC
Accept reasonable answers. Look for: stove toaster heater table folding chairs	Accept reasonable answers. Look for: sofa chairs fireplace bed

From the two lists you wrote, tell which objects might cause a burn by touching them? Circle the objects that are metallic.

Accept reasonable answers. Check metallic objects

Remember the experiment with the bowls of warm and cold water? Based on what you learned in class and from the lists you just made, write a general statement about heat and metallic objects.

Metallic objects can get very hot and can cause burns.

Teacher: Use with Lesson One, Page 7. Duplicate for student use.

Commission on Fire Protection: Fire Safety For Texans 27 Third Grade: Positively Fire Safe

Name _____

Every Day Is A Safety Day

Calendar Activity Sheet Accept one reasonable in each.

January What is flammable or combustible? wall, floor	February What is flammable or combustible? fuel, wall, floor	March What is flammable or combustible? grass, trees, cars
April What is flammable or combustible? cloth, cleaners	May What is flammable or combustible? coals, starter fluid	June What is flammable or combustible? gasoline, clothes
July What is flammable or combustible? fireworks, grass	August What is flammable or combustible? logs, grass	September What is flammable or combustible? paper, books, bag
October What is flammable or combustible? candle, pumpkin	November What is flammable or combustible? grass, trees, clothes	December What is flammable or combustible? tree, presents

Teacher: Use with Lesson Two, Page 8. Duplicate for student use.

Commission on Fire Protection: Fire Safety For Texans 28 Third Grade: Positively Fire Safe

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ANSWER KEY-2

Name _____

Ready, Set, Be Safe

Story Activity Sheet

Use these key words to complete the story below:

battery	sleeping area	bedrooms
neighbor's house	freezing	test button
loud horn	9-1-1*	smoke alarm

* (or local emergency number _____)

"Let's check the smoke alarms," Mr. Gonzalez said to his children, Maria and Ted. "We want to be sure the alarms will work properly if there is a fire."

Ted and Maria followed their father into the hallway near the bedrooms where they sleep. He pointed to a round box on the wall.

"This is the most important smoke alarm in the house," he said. "It's here near the sleeping area, just as the fire department recommends."

Mr. Gonzalez reached up and showed them a small button. "This is the test button," he explained. "When I press it, we'll find out if the smoke alarm is working."

He pressed the button, and a loud horn blasted through the air. Ted and Maria covered their ears. "That's really loud," Ted shouted.

"The horn has to be loud, so that it will wake everyone if we are sleeping," Mr. Gonzalez said. "We also have smoke alarms in each bedroom and in the living room, to give us extra protection in case of fire."

Maria and Ted raced to their bedrooms to look for the smoke alarms. "Dad!" yelled Maria. "The smoke alarm in here sounds like a bird chirping!"

Mr. Gonzalez went to investigate. "That freezing noise is a warning, too," he said. "It means that the battery in the smoke alarm needs to be changed. If we don't put in a new battery right now, the smoke alarm might not work properly."

Maria and Ted helped their father get a new battery. They watched as he removed the cover of the alarm, took out the old battery, and connected the new battery. Then, the three tested the other smoke alarms in the house.

"Now, the smoke alarms are ready," Mr. Gonzalez said. "Can you tell me what you should do in case you hear the smoke alarm at night?"

"Sure," Ted said. "We've talked about our emergency plan. We should get out of the house as fast as we can and meet outside by the front fence."

Maria added, "Then we should go to the neighbor's house, and call 9-1-1* from there."

"Great job," their father said. "Now what should we tell the emergency operator when he or she answers?"

Are You Ready?

What telephone number should you call to report a fire? 9-1-1 or local emergency number*

What would you tell the emergency operator if there is a fire at your home? My name is..., and I'm calling to report a house fire at (street address).

Teacher: Use with Lesson Three, Page 5. Duplicate for student use. If 9-1-1 service is not available in your area, write in the local emergency number in the Key Word box before duplicating.

Name _____

Being Responsible

Decision-Making Activity Sheet

Read the following pairs of sentences. One sentence describes the safe action you should do. One sentence tells a dangerous action that can cause an injury.

In each pair, MARK OUT the sentence that describes what you should NOT do.

A.

~~A baby-sitter can allow a child to take a bath alone.~~

A baby-sitter should never leave a child in the bathtub with the water running.

B.

~~If you smell or see smoke in your house, you should find out what is on fire.~~

If you smell or see smoke in your house, you should get out of the house immediately.

C.

~~You should immediately bandage any burn.~~

You should run cool water from the tap over a small burn.

D.

~~If there is a fire while you are at home alone, you should telephone your parents first.~~

If there is a fire while you are at home alone, you should call _____ right away.

E.

~~Playing with matches is okay if you are very careful.~~

You should never play with matches.

F.

~~If your clothes are on fire, you should run for help.~~

If your clothes are on fire, you should drop to the ground and roll over.

G.

~~Grandparents are adults, so your family doesn't need to help them.~~

Your family should help your grandparents with their heaters.

H.

~~If the fire is between you and the way out, you should hide from the smoke.~~

If the fire is between you and the way out, you should go out the window.

Teacher: Use with Lesson Four, Page 10. Duplicate for student use. Write in 9-1-1 or the local emergency telephone number in Question D before duplicating.

Name _____

Fire Safety for Baby-Sitters

Activity Sheet

Read each item. Then, write two or three words to tell a baby-sitter what he or she needs to know about fire safety related to that item.

● **People in our home**

Babies and young children: Every item should show awareness of fire safety.

Senior citizens: Every item should show awareness of fire safety.

Family members with special needs: Every item should show awareness of fire safety.

Others in our home: _____

● **Preventing fires and burns**

Smoking: _____

Matches: _____

Cooking: _____

Talking on the phone or having friends over: _____

Baths for children: _____

● **Emergency planning**

Emergency exits (two exits from each room): Check for completeness of this section.

Meeting place (where to meet outside in case of a fire): Check for completeness of this section.

Emergency telephone number: Check for completeness of this section.

● **Other information — What else should the baby-sitter know?**

Examples: special arrangements with neighbors, alarm system operation.

Parents:

This list includes only fire safety concerns. You may wish to discuss other safety factors, such as medical emergencies, with your baby-sitter. You should also leave information on how to contact you in case of an emergency.

Also, a medical treatment release statement may be required before an injury to a minor child can be treated. You may wish to discuss this issue with your family doctor.

Teacher: Use with Lesson Four, Page 10. Duplicate for student use.

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Student Materials — Duplicating Masters

Letter to Parent(s)/Guardian(s)

Dear Parent (s)/Guardian(s):

Our class is beginning a unit of study on fire and burn prevention titled "Positively Fire Safe," which was developed by the Texas Commission on Fire Protection. The goals of this unit are to help students:

- Develop awareness of hazards and safe storage of flammable liquids.
- Develop and reinforce positive actions to prevent fires and burns or to reduce injuries, especially related to metallic objects.

The unit includes three activities that should be completed by the student with his/her family at home. Each activity includes a worksheet for recording the results of a home investigation. Please help your child with these activities, which are titled:

- Hunt for Hot Metal Hazards
- Check for Flammable Liquids
- Test Your Smoke Alarms

A fourth activity asks students to prepare a list of simple fire safety rules for baby-sitters. Your help can enrich this activity for your child.

Fire safety involves every member of the household. This unit is designed to help third-graders begin developing an awareness that they can contribute positively to the safety of their families. Your assistance with these activities will be very valuable.

Sincerely,

_____

Teacher

Teacher: Use with Lesson One, Page 7. Duplicate and distribute to students when beginning unit

Name _____

Warning: Hot Metal

Classification/Analysis Activity Sheet

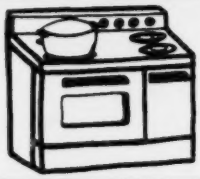
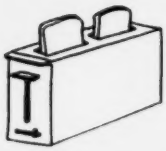
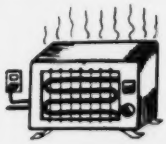
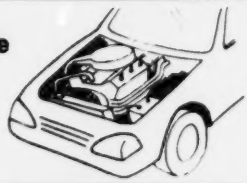
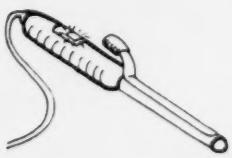
Part 1

Read the following list of items. Write "M" if the object is metallic. Write "N-M" if the object is not metallic.

Your desktop	Your pencil	Fork and spoon
Frying pan	Book	Shoes
Street sign	Stove	Coffee pot

Part 2

Look at these pictures of appliances found in the home. Write why each object is dangerous. Then tell how you can keep from being burned by it.

Stove 	Why is it dangerous?	How can you prevent being burned by it?
Toaster 	Why is it dangerous?	How can you prevent being burned by it?
Heater 	Why is it dangerous?	How can you prevent being burned by it?
Metal spoon in pan	Why is it dangerous?	How can you prevent being burned by it?
Hot engine 	Why is it dangerous?	How can you prevent being burned by it?
Curling iron 	Why is it dangerous?	How can you prevent being burned by it?

Teacher: Use with Lesson One, Page 7. Duplicate for student use.

Name _____

Hunt for Hot Metal Hazards

Investigation Activity Sheet

Look around in your home, at school, and outdoors. In the blocks below, write the names of objects that are metallic and non-metallic.

METALLIC	NON-METALLIC

From the two lists you wrote, tell which objects might cause a burn by touching them? Circle the objects that are metallic.

_____

_____

_____

Remember the experiment with the bowls of warm and cold water? Based on what you learned in class and from the lists you just made, write a general statement about heat and metallic objects.

_____

_____

Teacher: Use with Lesson One, Page 7. Duplicate for student use.

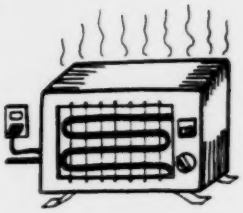
Name _____

Every Day Is A Safety Day

Calendar Activity Sheet

January

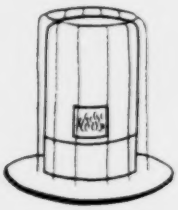
Electric space heater



What is flammable or combustible?

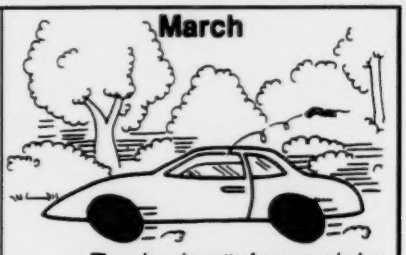
February

Portable gas-fueled heater



What is flammable or combustible?

March



Throwing cigarette from car window

What is flammable or combustible?

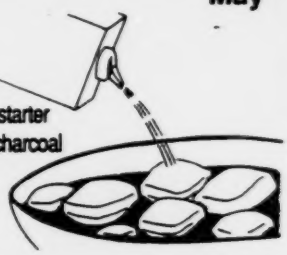
April

Cleaning fluids

What is flammable or combustible?

May

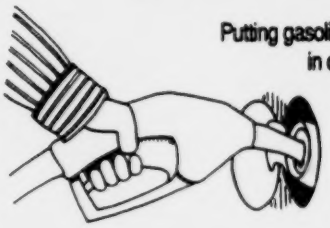
Pouring starter fluid on charcoal grill



What is flammable or combustible?

June

Putting gasoline in car



What is flammable or combustible?

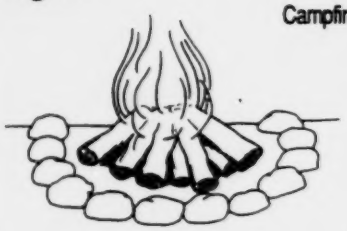
July

Fireworks for July 4th

What is flammable or combustible?

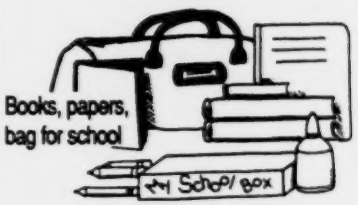
August

Campfire



What is flammable or combustible?

September



Books, papers, bag for school

What is flammable or combustible?

October

Lighted candle in jack-o-lantern

What is flammable or combustible?

November

Burning dead leaves

What is flammable or combustible?

December

Christmas tree by fireplace

What is flammable or combustible?

Teacher: Use with Lesson Two, Page 8. Duplicate for student use.

Name _____

Check For Flammable Liquids

Home Inspection Activity Sheet

Write the definitions:

Combustible: _____

_____

_____

Flammable: _____

_____

_____

What is a flammable liquid?

100° *Very hot day*

Warmer than room temperature — **Combustible liquids** can burn.

80° *Normal room temperature*

Cooler than room temperature — **Flammable liquids** can burn or explode.

32° *Cold day (water freezes)*

Flammable liquids are very dangerous! They give off invisible gases than cannot be seen. These gases, or vapors, can easily catch fire or explode.

Labels on Flammable Liquids

The government requires special labels on flammable liquids and combustible liquids to warn us of the dangers. Follow the directions for safety on these products very carefully.

With help from your parents (or other adults in your home), look for products with these labels:

DANGER — EXTREMELY FLAMMABLE

WARNING — FLAMMABLE

CAUTION — COMBUSTIBLE

If you find anything with these labels, write the names below. Then write where you found them. Have your parents read the directions on how these products should be stored. Should any products be moved to a safer location? If so, write the new location.

Example: You find a can of paint thinner in the kitchen. Here's what you would write:

Product	Where it was	Where it should be moved
Paint thinner	Kitchen	Garage, far away from heat

Here's the table for your information:

Product	Where it was	Where it should be moved

Teacher: Use with Lesson Two, Page 8. Duplicate for student use.

Name _____

Ready, Set, Be Safe

Story Activity Sheet

Use these key words to complete the story below:

battery	**sleeping area**	**bedrooms**
neighbor's house	**tweeting**	**test button**
loud horn	**9-1-1***	**smoke alarm**

* (or local emergency number _____ _____)

"Let's check the smoke alarms," Mr. Gonzalez said to his children, Maria and Ted. "We want to be sure the alarms will work properly if there is a fire."

Ted and Maria followed their father into the hallway near the _____ where they sleep. He pointed to a round box on the wall.

"This is the most important _____ _____ in the house," he said. "It's here near the _____ _____, just as the fire department recommends."

Mr. Gonzalez reached up and showed them a small button. "This is the _____ _____," he explained. "When I press it, we'll find out if the smoke alarm is working."

He pressed the button, and a _____ _____ blasted through the air. Ted and Maria covered their ears. "That's really loud," Ted shouted.

"The horn has to be loud, so that it will wake everyone if we are sleeping," Mr. Gonzalez said. "We also have smoke alarms in each bedroom and in the living room, to give us extra protection in case of fire."

Maria and Ted raced to their bedrooms to look for the smoke alarms. "Dad!" yelled Maria. "The smoke alarm in here sounds like a bird chirping!"

Mr. Gonzalez went to investigate. "That _____ noise is a warning, too." he said. "It means that the _____ in this smoke alarm needs to be changed. If we don't put in a new battery right now, the smoke alarm might not work properly."

Maria and Ted helped their father get a new battery. They watched as he removed the cover of the alarm, took out the old battery, and connected the new battery. Then, the three tested the other smoke alarms in the house.

"Now, the smoke alarms are ready," Mr. Gonzalez said. "Can you tell me what you should do in case you hear the smoke alarm at night?"

"Sure," Ted said. "We've talked about our emergency plan. We should get out of the house as fast as we can and meet outside by the front fence."

Maria added, "Then we should go to the _____ _____ and call _____ from there."

"Great job," their father said. "Now what should we tell the emergency operator when he or she answers?"

Are You Ready?

What telephone number should you call to report a fire? _____

What would you tell the emergency operator if there is a fire at your home?

_____

_____

Teacher: Use with Lesson Three, Page 9. Duplicate for student use. If 9-1-1 service is not available in your area, write in the local emergency number in the Key Word box before duplicating.

Name _____

Test Your Smoke Alarms

Smoke Alarm Checklist

Do you have enough smoke alarms?

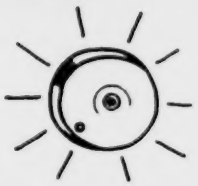
One smoke alarm should be located next to every sleeping area (group of bedrooms). For best protection, have an extra smoke alarm in each bedroom.

Is there a smoke alarm in or near each bedroom? _____

In the table below, write where each smoke alarm is located.

Is each smoke alarm working?

Follow these steps to test your smoke alarms. Write the results in the table below.



Step 1 Locate the smoke alarm in your home.

Step 2 With help from an adult, press the test button.

Step 3 **If the alarm sounded loudly**, the smoke alarm is operating.

If the alarm did not sound, have an adult remove the cover and check the type of battery needed. Immediately get a new battery and have an adult install the new battery. Then press the test button again.

If the alarm does not sound after replacing the battery, get a new smoke alarm immediately.

Results of Smoke Alarm Inspection: Write what you found in your home.

Location of smoke alarm	What happened when the test button was pressed?	Is the smoke alarm working properly now?

➲ Note to Parents/Guardians:

Having working smoke alarms triples your family's chances of surviving a fire. Test the smoke alarms in your home at least once a month. This activity is designed to teach students that they can help the family avoid the dangers of fire.

Read and follow the manufacturer's directions for your smoke alarms. On some smoke alarms, pressing the test button checks the batteries or power supply as well as the detection device itself. Other smoke alarms require the use of smoke to test the detection device; on those models, pressing the test button tests only the battery or power supply.

Teacher: Use with Lesson Three, Page 9. Duplicate for student use.

Name _____

Being Responsible

Decision-Making Activity Sheet

Read the following pairs of sentences. One sentence describes the safe action you should do. One sentence tells a dangerous action that can cause an injury.

In each pair, MARK OUT the sentence that describes what you should NOT do.

A.

A baby-sitter should never leave a child in the bathtub with the water running.

A baby-sitter can allow a child to take a bath alone.

B.

If you smell or see smoke in your house, you should find out what is on fire.

If you smell or see smoke in your house, you should get out of the house immediately.

C.

You should run cool water from the tap over a small burn.

You should immediately bandage any burn.

D.

If there is a fire while you are at home alone, you should call _____ right away.

If there is a fire while you are at home alone, you should telephone your parents first.

E.

Playing with matches is okay if you are very careful.

You should never play with matches.

F.

If your clothes are on fire, you should run for help.

If your clothes are on fire, you should drop to the ground and roll over.

G.

Grandparents are adults, so your family doesn't need to help them.

Your family should help your grandparents with their heaters.

H.

If the fire is between you and the way out, you should go out the window.

If the fire is between you and the way out, you should hide from the smoke.

Teacher: Use with Lesson Four, Page 10. Duplicate for student use. Write in 9-1-1 or the local emergency telephone number in Question D before duplicating.

Name _____

Fire Safety for Baby-Sitters

Activity Sheet

Read each item. Then, write two or three words to tell a baby-sitter what he or she needs to know about fire safety related to that item.

❶ People in our home

Babies and young children: _____

Senior citizens: _____

Family members with special needs: _____

Others in our home: _____

❷ Preventing fires and burns

Smoking: _____

Matches: _____

Cooking: _____

Talking on the phone or having friends over: _____

Baths for children: _____

❸ Emergency planning

Emergency exits (two exits from each room): _____

Meeting place (where to meet outside in case of a fire): _____

Emergency telephone number: _____

❹ Other information — What else should the baby-sitter know?

_____

_____

_____

Parents:

This list includes only fire safety concerns. You may wish to discuss other safety factors, such as medical emergencies, with your baby-sitter. You should also leave information on how to contact you in case of an emergency.

Also, a medical treatment release statement may be required before an injury to a minor child can be treated. You may wish to discuss this issue with your family doctor.

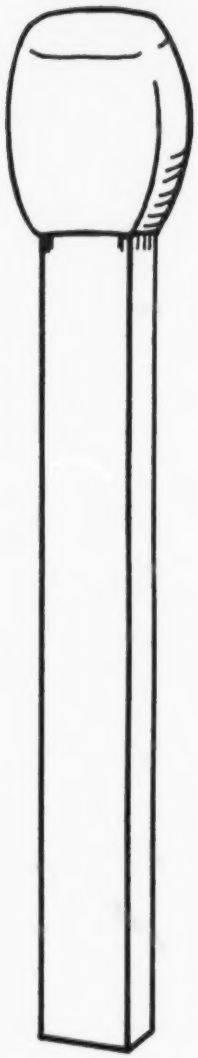
Teacher: Use with Lesson Four, Page 10. Duplicate for student use.

Name _____

Match Safety

Planning Activity

Match Safety Guidelines



1. Stored safely away from children.
2. Use matches only when necessary.
3. Strike in a safe area.
4. Blow out immediately.
5. Wet with water to completely put out.
6. Throw away.

How our group could tell other people how matches can be used safely. (Just tell your ideas.)

_____

_____

_____

_____

_____

_____

_____

(Ideas: make signs to hang in your kitchen, design "stickers" that could be glued to book covers, write a rap song telling why you must be careful with matches. Think of something that is interesting to you!)

Teacher: Use with Lesson Five, Page 11. Duplicate for student use.

Name _____

Telling Others About Fire and Burn Safety

Creative Problem-Solving Activity

Your group will write a plan about telling other people about how to avoid being injured by fires or how to prevent other types of burns (like from hot coffee or bath water). Then, as a team, you will carry out your plan. This sheet is designed to help you in planning.

What we want to tell other people about fire and burn safety:

_____

_____

How we are going to tell them (song, poem, signs, flyers, stickers, demonstrations — use your imagination):

_____

_____

Who is going to do what job:

Name	Assigned job
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Use the space below for other notes or ideas:

Teacher: Use with Lesson Five, Page 11. Duplicate for student use.